

University of Michigan-Flint  
Education Department  
**EDR 344 ~ The Integrated Language Arts:  
Reading, Writing and Oral Language**

**~Syllabus~**

**Professor:** Lisa Houk

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**Office Hours:** by appointment

**Semester:** Winter 2010

**Class times:** Thursdays, 5:30-8:15

**Location:** 212 French

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**Course Overview**

Through a focus on writing, participants will experience various aspects of the writing process while examining the integration of reading, listening, speaking, viewing and visually representing in language arts instruction. Active engagement in the writing process, analysis and discussion of assigned readings, application of theory to practice, and thoughtful reflection on learning are foundations for this course. The overall goals are for participants to realize the value of teachers as writers and to become thoughtful, creative, and resourceful teachers of writing across the curriculum, with a repertoire of practices that are consistent with current understanding and pedagogy of writing processes and children.

**Course Objectives**

(Based on State of Michigan Content Standards and NCTE/IRA Standards for the English Language Arts and the Michigan BT Standards for the Preparation of Elementary Teachers)

As a result of active participation in this course, students will be able to:

- understand current issues in writing and the teaching of writing in classrooms;
- create inviting environments for learning language arts in elementary and middle schools; (BR/BT: 3.1.,2.4)
- develop meaningful ways to integrate writing across the curriculum (BR/BT 3.1, 1.2)
- understand the relationship of writing to the other language arts strands and subject areas; (Br/BT 3.4, 1.5)
- identify and explain the stages of the writing process (pre-writing, drafting, revision, editing, and publishing) and the purposes and typical outcomes of each stage; (BR/BT: 3.4, 3)
- learn about writing processes by engaging in them; (BR/BT: 3.4.3)
- evaluate students' use of the writing process to construct texts and to write fluently in a variety of genre; (BR/BT: 4.2.,2.2)
- recognize varied stages of writing development; (BR/BT 3.4, 2.1)
- recognize positive developmental qualities in diverse students' writing and learn strategies for promoting these; (BR/BT: 3.4.,2.3, 4.1.,2)
- explain the purposes and organization of a writing workshop and how to implement it in classrooms;
- support diverse student populations and adapt writing instruction for a range of student abilities; (BR/BT: 3.4.2.3, BR/BT: 5.5.2)
- describe a variety of instructional activities to teach writing of journals, letters, poems, narratives, memoirs, expository pieces, book/article reviews and persuasive essays; (BR/BT: 3.1.2.5)

- describe a variety of instructional strategies for teaching writing skills and conventions (grammar, punctuation, capitalization, handwriting, spelling) within authentic writing activities; (BR/BT: 3.1, 2.5, 3.4.1, 3.8)
- develop skills as a writing conference partner and apply this to how to teach children to confer with peers and others about their writing;
- understand the relationship of writing and reading, including the role of good literature in writing instruction, and how to effectively connect them in the curriculum; (BR/BT: 3.1, 2.6)
- learn techniques and tools for observing, analyzing, responding to, and evaluating writing; (BR/BT: 4.2, 1.1, 1.2, 1.3, 1.4, 1.5)
- learn the purpose of and process for developing writing portfolios; (BR/BT: 4.2.1.1, 1.2, 1.3, 1.4, 1.5)
- describe ways to integrate technology and writing;
- describe ways to involve families in students' writing; (BR/BT: 4.2, 3.4, 1.7)
- understand why it is important for teachers to also be writers.



### Required Reading

- Fletcher, R. & Portalupi, J. (2001) *Writing Workshop: The Essential Guide*. Portsmouth, NH: Heinemann.
- Additional professional reading as assigned by instructor (see class wiki page at <http://edr344.wikispaces.com>)
- The Michigan Curriculum Framework, standards, benchmarks, and grade level expectations (GLCE's) for English Language Arts. <http://www.michigan.gov/mde>

### Major Assignments

#### **I. Portfolio of Personal Writing**

**40% (400 points total)**

The best exploration of effective teaching of writing comes from experiencing the writer's life ourselves. This assignment invites you to engage in the processes of writers, to try different genres and topics, and to reflect upon your growth over the semester.

You will develop a portfolio (digital or print copy) that includes:

- ✓ Writing Autobiography/Memoir
- ✓ A narrative (personal, poetry, fiction, etc)
- ✓ An example of digital writing (web page, blog, pod cast, etc)
- ✓ Two additional genres of your choice
- ✓ A personal reflection and self-evaluation

#### **II. Multi-genre Inquiry Project**

**35% (350 points total)**

This assignment will give you the opportunity to further explore a topic related to teaching language-arts based on a question that compels you. While the inquiry project has components of formal

research, your presentation of your synthesis & understanding of the topic will be developed using genre you've selected. At a minimum, your multi-genre project will include:

- ✓ An introduction page
- ✓ An interview with a teacher, presenter, or author
- ✓ A mini-lesson relative to your topic
- ✓ A list of mentor texts (at least 5) relative to teaching this topic
- ✓ Two additional genres of your choice

The final presentation of your project may be in print copy or digital.

### **III. Professional Responses to Reading**

**25% (250 points total)**

This assignment will give you the opportunity to write about your professional reading, as well as participate in an online writing experience using a blog. Quality responses will ask compelling questions, reflect substantive discussion on teaching, and illustrate your professional growth. Responses should be 500 words and no more than 1000 words.

#### **Grading**

I will use the following percentages when determining your final grade:

1. Writing Portfolio	40%
2. Multi-genre Inquiry Project	35%
3. Professional Responses to Reading	25%

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100%

100 pts. =A+ / 93-99 =A/ 91-92=A-/89-90=B+/85-88=B/82-84=B-/80-81=C+/77-79=C/  
73-76=C-/70-72=D+/68-70=D/ Below 68 =F.

#### **Attendance and Engagement**

Attendance is very important. I will take attendance each week and will seriously consider absences, tardiness, and early departures when determining final grades. You may miss one class session without consequence to your grade. *With each additional unexcused absence, your final grade will be lowered by 5 points.* A pattern of late arrivals and/or early departures will adversely affect your grade. *You are responsible for making up work and collecting materials and information that you miss from classmates.*

I will consider your engagement when determining your final grade. Engagement includes your contribution to class discussions, interaction in small groups, timely completion of assignments, and other evidence demonstrating that you are fully engaged in the content of this course. The quality of your portfolio will be an additional indicator of your engagement with the ideas in this course.

#### **Due Dates**

You are responsible for assignment due dates as listed in the syllabus and announced in class. Late assignments will not be accepted without prior discussion between us. Please contact me **in advance of the due date** if you have extenuating circumstances, so that we can develop a workable plan. If you need any help, please communicate with me. I want you to be successful!

### **Originality of Work and Academic Conduct**

The work you submit must be original to *this class*. Work that is not original to this class will not be accepted. Papers composed primarily of sentences or paragraphs written by someone else, even if quotation marks and citations are used, are not acceptable. There will be no opportunity to rewrite any item produced by plagiarizing or cheating. Make sure that you paraphrase sufficiently and cite appropriately in your work. Do not use Internet material without proper citations. For information regarding your academic rights and responsibilities, refer to *Students' Rights and Responsibilities* in the University of Michigan-Flint Catalog



**Course Schedule ~ EDR 344 ~ Winter 2010**

Date	Topic(s)	Readings, etc prior to class	Due
Jan. 7	~Introductions, Course Overview, Syllabus & Expectations, Our Reading/Writing Histories	✓ Read <a href="#">NCTE Beliefs About the Teaching of Writing</a> (In Class)	
Jan. 14	Growing Our Reading/Writing Philosophies Technology & Literacy Instruction  Establishing a Weebly Site Mini-lesson: Gathering Ideas for Writing	✓ Read <a href="#">Three Myths That Keep Teachers from Writing</a> , pp 30-36 ✓ Read <a href="#">The Six T's of Effective Elementary Literacy Instruction</a>	
Jan. 21	The Writing Workshop: Basics  Architecture of a mini-lesson Response groups Mini-lesson: Exploding a moment	✓ Read Fletcher, Intro, Ch. 1 & 2 ✓ Read Ray: <a href="#">Understanding the Essential Characteristics of the Writing Workshop</a>	Response #1 posted  Draft of Memoir
Jan. 28	Creating Conditions for Writers; The Role of Oral Language Norms for Response Groups  Mini-lesson: Voice	✓ Read Fletcher, Ch. 3 & 4 ✓ Read Graves: <a href="#">The Seven Conditions for Effective Writing</a>	Ideas for inquiry project
Feb. 4	Writing Processes  What is "Good" Writing? Reading aloud, mentor texts and models to study craft  Response groups Mini-lesson: Exploring writer's craft in picture books	✓ Read Fletcher, Ch. 6 & 7 ✓ Read Don M. Murray, <a href="#">Teach Writing as a Process, Not a Product</a> ✓ Bring GLCEs ✓ Various picture books will be brought in by Lisa. Feel free to bring your favorites.	Response #2 posted  Draft for response group
Feb. 11	Genre Studies: Craft, Purpose, & Form in Non-fiction  Mini-lesson: What can we learn about craft from nonfiction?	✓ Read <a href="#">Non-Fiction Mentor Texts</a> , Ch. 1 ✓ Bring an excerpt/text of a favorite non-fiction writer ✓ Bring GLCEs Optional to peruse: <a href="#">A Place for Wonder</a> <a href="#">Teaching Genre in the Classroom</a>	Draft for response group
Feb. 18	Conferring Calkins' architecture of a conference  Mini-lesson: Dialogue	✓ Read Fletcher, Ch. 5 ✓ <a href="#">Read Johnston</a> , Ch. 1 ✓ Listen to <a href="#">Mark Overmyer &amp; Patrick Allen</a>	Response # 3 posted
Feb. 25	Revision & Editing	✓ Read Fletcher, Ch. 8	Draft for

	Mini-lesson: Leads Response groups	✓ Bring GLCEs ✓ Excerpts brought in by Lisa	response group
Mar. 4	Spring Break	Enjoy!	
Mar. 11	Genre Studies: Poetry  Response groups Mini-lesson: learning from poets	✓ Read <a href="#">Twenty Actions That Could Become Poems</a> ✓ Bring GLCEs	Draft for response group
Mar. 18	Genre Studies: Persuasion Viewing and Visually Representing  Mini-lesson: "Yeah, but..."	✓ Read <a href="#">Exploring Inquiry as a Teaching Stance in the Writing Workshop</a> ✓ Bring GLCEs	Draft of multi-genre project
Mar. 25	Assessment: tracking growth, Formative, Summative, Portfolios, Self-reflection, rubrics. Looking at student work, Daily writing, final pieces, writing on demand.  Response groups Mini-lesson: Imagery & Tone	✓ Read Fletcher, Ch. 9 ✓ <a href="#">What Student Writing Teaches Us</a> Ch. 1-3	Response #4 posted
Apr. 1	Where Does Writing Instruction Belong? Writing Across the Curriculum  Response groups Mini-lesson: Critical Literacy	✓ <a href="#">MDE Writing Across The Curriculum</a> (in class)	Inquiry Projects due
Apr. 8	Designing Curriculum for Writing Instruction Professional Writing Mini-lesson: Reflecting on Growth	✓ <a href="#">Walled Lake Units of Study</a> ✓ <a href="#">Regie Routman</a> ✓ <a href="#">Balanced Literacy</a> Example ✓ Bring GLCEs	Response #5 posted
Apr. 15	~Celebration of Writing ~Reflection on learning	Writing Portfolios due	Portfolios
Exam Date	Conference with Lisa- times/locations to be determined	Return Portfolios	